

**Overview and Scrutiny  
Select Committee No 3  
Review of Numeracy and Literacy**

**Select Committee No 3  
July 2005**

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# 1 Executive Summary and Recommendations

## 1.1 Background

Numeracy and literacy was selected as a review area due to the concerns expressed by elected members in response to a number of reports suggesting young people in the borough had low levels of numeracy and literacy. These reports came from a number of sources and included:

- State of the Borough Report commissioned by the Council in 2003;
- many anecdotal comments reported in the media; and
- a recent national report by the Confederation of Business Industry (CBI).

We found no specific method of measuring this often quoted shortcoming in young people. However, a failure to achieve sufficient GCSE grades A\*-C is considered by many as the threshold at which young people are judged to have low levels of numeracy and literacy.

It is also clear, that the GCSE grades A\*-C is considered as the minimum entry requirement for many career opportunities. As a result of this many young people without these qualifications will have limited options when choosing a career path.

These concerns have been recognised by the government and informs some of its proposals for the 14-19 Agenda. As part of its planned reform of the 14-19 education agenda the government is proposing a diploma framework which will have an emphasis on functional literacy, communications, mathematics and ICT.

At the start of this review evidence was received from the then Deputy Director of Education, Gareth Williams who attempted to describe the context of the education provision in Wigan Borough. He informed the Committee that:

- In 2003 the Ofsted Comprehensive Performance Assessment gave Wigan LEA a 3 Star, proven and secure rating.
- There is a high level of performance within the primary sector; and
- We have comparable performance with the Association of Greater Manchester Authorities (AGMA) and our statistical neighbours.

He went on to outline some of the key issues which the LEA needed to tackle in the coming year:

- Achievement at Key Stage 3 (KS3) remains problematical in English
- The relative weaker performance of boys across all ages – a new local target is to tackle this through KS1 and KS2

- Some schools and teachers have low levels of expectation for pupils performance
- There is a belief that pupils at the higher attainment level (likely to achieve grades A\*-C) together with those in the special needs category are well catered for. Whereas, those who fall into the lower achievement levels (potential GCSE grade E, F and G pupils) are often overlooked in terms of support, guidance and encouragement.

## 1.2 Performance

In overall terms Wigan's performance when compared with AGMA and our statistical neighbours is favourable at each of the Key Stages 1-4.

However, within the Wigan schools there are marked differences in performances between schools at KS2. The Table below clearly shows the high level of performance of School A which had all eligible pupils (100%) achieve Level 4 or above in English, Mathematics and Science. As opposed to School B which had the lowest scores of 35%, 60% and 50% respectively.

<b>% age of pupils who achieved Level 4 or above at Key Stage 2</b>				
	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Total</b>
<b>England ave.</b>	<b>78</b>	<b>74</b>	<b>86</b>	<b>238</b>
Wigan LEA Ave	77	77	87	241
School A	100	100	100	300
School B	35	60	50	145

This significant disparity between schools is similar at Key Stage 4. The Table below shows the top performing high school with 76% of its pupils achieving 5 or more GCSE A\*-C grades as opposed to 20% of pupils at the lowest performing school.

<b>%age of pupils who achieved 5+ GCSE A*-C grades</b>	
<b>England ave.</b>	<b>52.9</b>
<b>Wigan LEA Ave</b>	<b>50.7</b>
School 1	76.0
School 2	20.0

The Select committee believes that if we are to make a step change in overall levels of performance and increase the life chances of our young people there needs to be a substantial movement in the level of achievement at this lower level.

In 2004 the number of young people leaving secondary school without a recognised qualification was 122. This represents 3% of the school cohort and is slightly lower than the national average. They are characterised as follows:

- Many of these young people had recognised special educational needs
- Boys outnumbered girls by 79 to 43
- Almost every secondary school was represented although the distribution was uneven
- There was a greater concentration in schools in the east of the borough, although the reasons for this are unclear.

### **1.3 Sure Start**

The Select Committee heard evidence from the Sure Start team on the work they are undertaking in promoting nursery care, improving standards of nursery education and care and the introduction of the Wigan quality standard. There is also a need to continue promoting this quality standard and ensure that all providers sign-up to this Quality Standard.

Much of the work with nurseries and primary schools include highly regarded and innovative work in the provision of nursery education. A great deal of this work was developed in the Leigh Education Action Zone area and is being extended to other schools in the borough. Much of this work is considered vital in ensuring young children entering the education process are suitably equipped with those basic skills needed to respond positively to the demands of the primary school curriculum. This in turn will lead to better numeracy and literacy and potentially higher attainment later in life.

### **1.4 Support from the LEA**

The LEA provides an extensive range of support, guidance and advice to schools on issues relating to improvements in the level of literacy and numeracy.

A wide variety of teaching and learning packages are available to schools and some of the more popular and effective schemes were described by the headteacher and Education Advisory witnesses. These schemes all contribute to improving literacy and numeracy. The Education Advisory Service should seek to ensure all schools are made aware and wherever appropriate utilise such schemes. And at the same time encourage the sharing of good practice. The extent that the LEA should seek to 'quality assure' such schemes and promote to schools as a proven product was not clear.

Evidence suggests a small number of schools have poor pupil monitoring arrangements in place. The outcome of such shortcomings could lead to less rigorous challenge during their target setting process.

All schools have access to the DfES electronic pupil attainment tracking system (PAT). However, as a result of some reported technical problems not all schools are currently using the facility. The DfES anticipate these problems will be resolved in the coming months.

The provision of clear and simple guidance notes, toolkits and best practice frameworks could assist in this process. But such is the importance of pupil monitoring the LEA needs to explore ways of providing greater encouragement and incentives to ensure all schools introduce such measures.

Similarly, for a small number of schools their self-review process is considered to be lacking challenge and rigour. This process is seen as vital if schools are to engender a culture of change and continuous improvement.

The LEA is currently working with a number of schools seeking to foster more collaborative working between schools. A great deal of success has already been achieved with a number of 'cluster' groups involving schools with similar needs and shared priorities. Anecdotal evidence suggests schools obtain increasing value from such arrangements. Support to each other when dealing with problem areas and sharing 'advanced skill teachers' is becoming common place as schools see the mutual benefit of this 'win-win' situation.

The use of Learning Mentors and Teaching Assistants appear to be a valuable resource that increasing number of schools are using. Teaching assistants are increasingly being used to administer and support many of the learning packages used in schools to help improve pupil understanding.

Learning Mentors play a vital role in helping to remove barriers to learning, particularly with pupils who may have difficulties in attending school or classes on regular basis. They have been established on a temporary basis within cluster groups of schools pending an evaluation of their effectiveness.

Pupil perception results from the Lancashire Value Added study reveals high levels of pupil satisfaction with their individual teachers. But at the same time, also indicate that many are less than engaged by the subject areas they are being taught. The Advisory Service work with schools to formulate effective responses to many of the messages received from this annual survey.

## **1.5 14-19 Agenda and Vocational Course**

The 14-19 agenda will make a significant impact on the education and learning process for young people in that age band. It will involve many changes to way education is delivered. In terms of raising attainment in numeracy and literacy a diploma framework will be introduced which will contain an emphasis on functional literacy, Mathematics, communications and ICT. However, concerns

have been expressed as to the precise form this 'functional' element of the diploma will take.

This agenda will also give much greater recognition to vocational qualifications and their value.

There are many who believe this approach will help pupils, who are otherwise less engaged by academic subjects, to be better engaged by courses with which they can see some relevance and ultimately some benefit in terms of future employment prospects. The results from the Lancashire Value Added pupil survey indicate significant numbers of our young people completely disengaged from many of the traditional subjects taught at secondary school.

This wider curriculum is already being offered to pupils in Wigan and consists of a range of vocational subjects, including:

- horticulture
- sports and leisure
- beauty and hairdressing
- plumbing
- bricklaying and plastering
- nursery care

However, current deployment in the borough is patchy. Most schools are now offering these alternative courses but a small number are yet to do so. Indications from those schools offering these vocational courses suggest that pupils view them in a more positive manner than their traditional more academic courses.

As we have just reported in the sections above many young people see little relevance to some of the subject areas they are currently taught. The provision of this type of alternative may for many young people, otherwise turned-off by traditional curriculum subjects, lead to a more motivated and committed approach to their education. Particularly if they perceive the link between this commitment and the increased job opportunity this presents.

## **1.6 School Balances**

In dealing with the question of whether individual schools should pay for some of the more expensive teaching and learning packages discussed earlier, the Advisers referred to the level of financial balances held by some schools. Suggesting that some had more than sufficient balances to fund the purchase of these schemes.

The evidence presented to the Select Committee showed most schools held reasonable and realistic levels of balances. It is recognised that schools need to

plan for the future and the holding of adequate balances is seen as integral part of sound financial planning.

However, the level of school balances held by some schools was found to be unusually high. In a small number of cases, schools had balances representing almost 25% of the total school budget. The extent that such levels can be justified may need some further exploration, particularly for schools who spending per pupil is low or overall performance/value added scores are poor.

The Select Committee felt that this was an area in which many schools could benefit from further guidance and support in determining realistic school balances.

### **1.7 How the Council is responding**

The Select Committee heard evidence describing the widespread initiatives, new ideas, support and advice being delivered to schools on a daily basis. In addition to this the Council is seeking to address numeracy and literacy performance in a strategic manner via:

### **1.8 Local Area Agreement**

Wigan's Local Area Agreement recently agreed with the ODPM contains specific reference to increasing the number of young people leaving secondary education and entering further education, employment or training. There is also a commitment to make a significant increase in the average attainment of boys in English at Key Stage 2.

The LAA provides an example of how the Council is now seeking to target its resources in a more focused manner to address the inequality gaps in some of our most vulnerable communities.

### **1.9 Education Development Plan (School Improvement Programme)**

During the review a copy of the Education Department School Improvement Programme was made available. This improvement programme is an integral part of the Education Development Plan 2002-2007. It has informed much of the work of the Education Department and regular reports outlining progress and performance are presented to Lifelong Learning Panel and Performance Panel.

It is a comprehensive programme of planned improvement areas across the full education area, from Early Years to Key Stage 4. Including many activities aimed at improving levels of numeracy and literacy.

It contains 5 key priorities and within each one are specific areas of activity aimed at achieving each of the priorities. It contains a series of principal targets for each of these priority areas.

The 5 key priority areas are:

**Priority 1** – Raising Attainment in early years towards the Early Learning Goals and in primary education especially in numeracy and literacy.

**Priority 2** – Raising attainment at Key Stage 3.

**Priority 3** – Raising attainment at Key Stage 4.

**Priority 4** – Narrowing the attainment gap/tackling underachievement.

**Priority 5** – Monitoring of quality standards, identification of excellence and support for schools causing concern.

## **2 Recommendations arising from the review**

The Select Committee received a great deal of evidence relating to the work of the education service. It is clear from this evidence that substantial work is being done to address the issue of low attainment in numeracy and literacy. The School Improvement Programme (as part of the Education Development Plan) also demonstrates a work programme designed not only to tackle under-performance but also encourage improvement and raising of standards.

The following recommendations reflect some of the more specific issues highlighted by the review. But it is hoped these will complement the much wider improvement programme currently being implemented by the Education Department and its partner schools.

The objectives within the Local Area Agreement (LAA) contain ambitious targets which are anticipated to make a significant impact on the educational attainment of many young people in the borough.

### **2.1 We therefore recommend that the LEA put in place a realistic action plan to ensure these ambitious targets within the LAA are achieved.**

The Sure Start service is introducing many new initiatives into nursery care and nursery education in conjunction with all its partners in the private, voluntary and statutory services. They need to continue with this work which will enable higher aspirations and higher levels of literacy and numeracy to be fostered.

They are also promoting the introduction of the Wigan Quality standard with a view to raising standards across the sector. However, not all providers have signed-up to the standard. Elected Members in their role as school governor could play an important role in encouraging schools to achieve this Quality Standard.

### **2.2 We therefore recommend that the LEA ensures a clear programme and timetable for all primary schools to achieve the Wigan Quality Standard.**

The incidence of young people leaving secondary school with no recognised qualifications is below the national average. However, there is a greater concentration of these young people who live in the east of the borough. And although the actual numbers at 122 are relatively small the reasons for this should be established.

### **2.3 We therefore recommend that the matter be investigated to identify the reasons for this concentration.**

The range of teaching and learning products/services available to schools is extensive and at times expensive but can make a telling contribution to improving literacy and numeracy. It is essential that all schools are aware of and wherever appropriate utilise such schemes and be encouraged whenever possible to share good practice.

The extent that the LEA is able to 'quality assure' these different products is unclear. Such an approach could result in potential benefits to schools in terms of enhanced teaching and learning opportunities as well as more effective use of their limited resources.

#### **2.4 We therefore recommend that the LEA:**

- (a) ensures all schools are kept informed of the benefit and availability of these initiatives and schemes;**
- (b) encourages all schools to share good practice knowledge of other such schemes; and**
- (c) explore whether it is feasible to introduce a quality assurance model to assist schools in choosing the appropriate product for their identified teaching and learning requirements**

Effective pupil monitoring is a vital element in helping schools improve individual pupil attainment. Evidence suggests there is a small number of schools whose pupil monitoring arrangements are less than effective. The DfES pupil attainment tracking (PAT) system is free for schools but is recognized as having some technical problems. Other alternative systems are available and schools are free to choose such alternatives. However, such is the importance of pupil monitoring the LEA must ensure that all schools have effective arrangements in place, whether they use the PAT system or some equivalent model.

#### **2.5 We therefore recommended that the LEA put in place suitable arrangements to ensure all schools have effective pupil monitoring in place.**

The school self-review process has been identified as another effective way in which schools can achieve improvement. Improvement can only be achieved providing the school can challenge itself in a rigorous and honest manner. A small number of schools have been found to have a self-review process lacking this essential challenge and rigour.

School Governors in their role of 'critical friend' can often provide challenge and rigour to this self-review process and should be encouraged to do so.

#### **2.6 It is therefore recommended that the LEA:**

**(a) ensure that all schools have effective self-review arrangements in place; and**

**(b) Governing Bodies be provided with the necessary awareness and understanding of the self-review process and be encouraged to exercise their role of 'critical friend'.**

The introduction of vocational courses in the curriculum is believed by many to be an essential means of improving the attitude and commitment of some young people to the education process. Most Wigan schools offer a range of vocational courses but a small number are yet to introduce these alternatives. The LEA is working with schools to ensure this wider vocational curriculum is available to pupils in all Wigan schools. The LAA supports the introduction of vocational learning and sees it as another means of tackling some of the causes of under-achievement in many of our young people.

**2.7 It is recommended that the LEA establish a clear timetable for all secondary schools in the borough to provide this range of vocational courses and qualifications.**

The level of school balances held by some schools was found to be unusually high. In a small number of cases, representing almost 25% of the total school budget. The extent that such levels can be justified may need some further exploration, particularly for schools whose spending per pupil is low or overall performance/value added scores are poor.

**2.8 We therefore recommend that LEA investigate this matter to determine how effective schools balances are being used to support or address poor or under-achievement.**

The School Improvement Programme contains a comprehensive list of activities and areas for improvement. This is an ambitious programme with many targets aimed at raising attainment across all aspects of the education process. Many of these areas are aimed at improving numeracy and literacy. Reports on progress and performance against its key targets are presented to Life-Longing Panel on a regular basis.

The LEA is to be commended for the work involved in this programme. The changes affecting the education service as a result of the move towards a Children and Young People's Services will ultimately see major changes to this improvement programme and this is anticipated to take effect later in 2005.

**2.9 It is therefore recommended that the LEA continue with this school improvement programme.**

### **3 Introduction and Background**

There has been concern expressed in a number of media outlets regarding the low level of numeracy and literacy amongst adults and young people.

The State of the Borough report highlighted the low level of numeracy and literacy amongst the working age population. It is from this background information, suggesting that many of our young people are leaving school ill-prepared to meet the needs of employers or access further education or training that this review was requested.

However, none of these sources are able to define in clear terms what is meant by low level numeracy or literacy. A threshold achievement of GCSE grades A\*-C appears to have a great deal of currency as a measure of success certainly in terms of obtaining employment.

#### **3.1 Background**

In September 2003 the Council engaged Local Futures to prepare a 'State of the Borough' report. This presented an audit of the economic, social and environmental situation in Wigan.

It described many factors of the borough and how it compared both on a regional basis and national basis.

Amongst this information was data describing levels of educational attainment and some of the headline information suggests that Wigan has:

- Approximately one quarter of the working population with poor literacy and numeracy
- Only 17 per cent of the working population qualified to NVQ level 4 and above
- 36 per cent qualified below NVQ level 2
- 27 per cent of its working population with NVQ level 3
- Almost half of 15 year olds achieving 5 or more GCSEs A\*-C.

#### **3.2 Confederation of British Industry (CBI)**

In addition to this locally produced report the Confederation of British Industry has recently expressed its concern at the low levels of numeracy and literacy of young people leaving school nationally.

It quotes the government's own figures which suggest that 50% of 16-19 year olds lack the applied numeracy skills of an 11 year old.

It considers that too many school leavers are failing to make the business grade. The CBI believes this requires a fundamental working knowledge of English and Mathematics to provide the vital foundation for day-to-day business tasks.

It is calling on the government to raise the target for GCSE A\*-C from 50% to 70%. The government has recently said this target figure of 50% is to be increased to 60% by 2008. The LEA is seeking to increase Wigan's performance in this area and has set a target of 58% of all young people achieving this level by 2007.

It is from this background information suggesting that many of our young people are leaving school ill-prepared to meet the needs of employers or access further education or training that this review was requested.

### **3.3 Local Area Agreement (LAA)**

This agreement aims to address a number of major social problems faced by the borough. In terms of young people and education the outcomes it aims to achieve include:

- **Young people will have higher levels of qualifications and be able to take up education, employment or training.**
- **There will be a significant increase in the average attainment of boys in English at KS 2.**

It intends to concentrate on a targeted group of young people who are under-achieving. It has identified almost 400 young boys at KS2 who are seriously underachieving.

Clearly such outcomes will address many of the issues and concerns outlined in this review.

It is this type of targeted intervention, which will make a step change in the overall level of attainment and achievement for young people in the borough. And therefore make a significant impact on their long-term opportunities for further education and/or employment.

## **4 Terms of Reference**

The Select Committee in seeking to review this issue agreed the following terms of reference.

1. To explore the actual levels of attainment across the borough and at the same time explore the extent of under-achievement in terms of ward areas and individual schools.
2. To identify the potential causes and effect of poor levels of numeracy and literacy on the long term well-being of young people
3. To understand how we compare with other LEA's from our statistical neighbours and AGMA.
4. To examine the initiatives and plans implemented by the LEA to address the issue of attainment in numeracy and literacy.
5. To ascertain from young people their perceptions and opinions of the education process.
6. To understand the role of vocational qualifications in the education process and the potential benefits which these may provide for young people.

## **5 Methodology of Review**

The Select Committee collected evidence from number of sources. The key witnesses interviewed by the Select Committee included:

- the Deputy Director of Education
- Sure Start Co-ordinator
- Education Adviser responsible for secondary schools
- Education Adviser responsible for primary schools
- The Headteacher from Rose Bridge High School
- The Headteachers from Atherton St Philips and Wigan Westfield Community primary schools

In addition, further information and data was collected from other research, meetings and telephone calls from the sources listed below:

- Research evidence from DfES and a range of other agencies.
- Comparative performance data obtained from the Audit Commission.
- School-leaver data from the Positive Futures Service.
- Meetings with other Advisory and support staff from the education department

## 6 What We Found

This section takes each aspect of the terms of reference and describes the findings and any recommendations arising from each.

### 6.1 To explore the actual levels of attainment across the borough and at the same time explore the extent of under-achievement in terms of ward areas and individual schools.

Extensive performance data is now available to the LEA and individual schools. It covers performance across the full spectrum from Foundation Stage Profile to KS 4 and post 16. We studied this information and spoke to the Information and Planning Unit and the following section describes the key findings.

In addition to the 'raw' Standard Attainment Tests (SATs) and GCSE examination results, Value Added scores are now available for all schools. Value Added scores provides a picture of how well the school has educated its pupils during their time at the school. It takes account of the pupil's level of attainment at the time of entry to the school and the corresponding level when they leave the school.

Overall scores for each of the Key Stages 1-4 are favourable and compare well with most of our statistical neighbours and AGMA. Appendix C, D and E summarise these comparisons.

At each of the key stages there are significant differences in attainment between schools. In addition, there are extreme differences in performance between groups within schools.

Some headline figures indicated that:

#### Primary School Performance

In overall terms Wigan's primary schools perform at the national average.

There are marked differences in the attainment of the highest and lowest performing schools in Wigan. The **top performing primary school achieved 100%** of all pupils achieving level 4 or above in English, Mathematics and Science. As opposed to the **lowest performing school, which achieved 35%, 60% and 50%** respectively.

The 2004 Primary school performance table for all Wigan schools is shown in Appendix A.

## **Secondary School Performance**

In overall terms Wigan schools at 50.7% perform at marginally below the national average of 52.9% of pupils achieving 5 or more A\*-C grades.

**Wigan's top performing school in terms of Key Stage 4 results show 76% of its pupils obtaining 5 or more GCSE A\*-C grades, as opposed 20% for the lowest performing school.**

The individual school performance are shown in Appendix B and illustrate again a significant difference in overall school performance. Although such tables also need to take account of their value added scores, which for many of these schools is at a satisfactory or above expected performance.

If the Council is to achieve a step change in the level of attainment and thus improve the life chances of many of its young people, it needs to target those schools which are currently below the national average. This currently accounts for 11 secondary schools in the borough.

The Select Committee recognizes there is no easy quick-fix solution to this problem. Many of the young people entering our secondary schools have often performed poorly during their time at primary school. And in many instances will have commenced primary school with an understanding and awareness of basic skills much lower than that of many of their peers. The importance of the work being undertaken by Sure Start with pre-school children is starting to address these intractable issues of low performance.

## **2004 School Leavers with No Qualifications**

In 2004, 122 young people aged 15+ at September 2003 left school without a recognised qualification.

Of those without qualifications, about half were not entered for any examination, whilst others failed to achieve a pass grade.

The characteristics of this group can be described as follows:

- over half the young people had a recognised special educational need
- of the 122 pupils, 49 were girls and 78 boys.
- 70% live towards the east of the borough in the townships of Hindley/Abram, Tyldesley, Atherton and Leigh and there is a similar distribution amongst the schools towards the east of the borough
- all secondary schools had at least one pupil in the cohort

The reasons for this undue concentration in the east of the borough are unclear.

## **6.2 To identify the potential causes and effect of poor levels of numeracy and literacy on the long term well-being of young people**

In 1999 the Department for Education and Science (DfES) published a report by Sir Claus Moser highlighting the low level of numeracy and literacy amongst the population of UK. He went on to describe the social and welfare cost of this failure.

His research suggested that the cause of this low attainment is influenced largely by family circumstances and that young people are more likely to have poor numeracy and literacy skills if they live in households and have parents:

- with low levels of basic skills
- who have been in prison or young offenders institutions
- who are unemployed or regularly out of the labour market
- who have poor health
- live in rented or public sector housing

The effects of this failure to master basic numeracy and literacy skills can have long term implications for young people. Compared to those with adequate skills, people with poor basic skills are:

- More likely to end up in unskilled or semi-skilled low grade work
- More likely to be made redundant or sacked from their first job
- Four times more likely to experience long-term unemployment
- More likely to be homeless

These effects all have significant consequences for local communities, the criminal justice system, the social care and public health services.

At a local level figures from Positive Futures Destination Survey show that in 2004, 8.09% of school leavers were unemployed.

## **6.3 To understand how we compare with our statistical neighbours and AGMA.**

Wigan compares favourably with our statistical neighbours, AGMA and nationally across each of the Key Stages 1 – 4. A full summary of these comparisons is shown in Tables 2 - 8 at Appendix C, D and E.

Comparison against AGMA authorities places Wigan amongst the top performing LEA's in key stages 2, 3 and 4 with only Trafford, Bury and Stockport achieving better performance.

This is a similar picture when comparisons are made against our statistical neighbours with Wigan again amongst the top performing LEA's.

Comparison with the national picture reveals Wigan's performance broadly comparable with national averages, although the KS4 average of 50.7% is somewhat disappointing. A summary across the Key Stages 1-4 is shown below in Table 1

**Table 1**  
**Summary of Wigan's performance against the national averages.**

	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
<b>England ave.</b>		<b>27.6 pts</b>	<b>34.1 pts</b>	<b>52.9%</b>
<b>Wigan ave</b>		<b>27.5 pts</b>	<b>33.7 pts</b>	<b>50.7%</b>

### **Foundation Stage**

This is a teacher assessment profile which takes place throughout the first year of primary school and cover young children up to the age of five.

The system was trialled during 2002-03 and extensive evaluation carried out. This showed Wigan results were very close to national averages.

The main findings from the first two years show in Wigan that:

- Across all areas, girls on average tended to achieve more than boys
- The weaker areas are in areas of communications language and literacy, including writing and linking sounds and letters
- There are considerable variations across the borough

### **Key Stage 1 (Age range 5-7)**

The government invited 25% of LEA's to participate in the 2005 pilot of new assessment arrangements in 2004. Wigan elected to participate.

The Wigan results were very close to the national average for the trial LEA's.

The main findings at KS1 are:

- on average, girls out-perform boys especially in the language areas
- writing is the weakest element
- there are marked differences across primary schools in the borough

## **Key Stage 2 – (Age range 7-11)**

The results in Wigan are just above the national average as shown above in Table 1.

At KS2 level 4 girls outperform boys in both English and Mathematics. At KS2 level 5 girls perform better than boys in English do but for mathematics the positions are reversed with boys scoring marginally higher than the girls.

Wigan's results compare favourably with both AGMA and our Statistical Neighbours. These results are shown in more detail Table 3 and 4 at Appendix C.

## **Key Stage 3 – (Age Range 11-14)**

Wigan's results are close to national averages in overall KS3 scores as illustrated in Table 1 above. Wigan's performance in English, Mathematics and Science also show favourable comparisons with our AGMA and Statistical Neighbours as shown in Tables 4 and 5 at Appendix D.

In English girls out-perform boys and is line with national trends. Whereas in mathematics there is only a marginal gender difference.

There have been widespread concerns regarding KS 3 English results as they have been seen as extremely unreliable across the country.

## **Key Stage 4 GCSE and Vocational Qualifications**

Table 1 above shows Wigan's results are below the national average for 5 or more GCSE A\*-C grades.

Wigan's 20004 results compare favourably with both AGMA and our Statistical Neighbours as shown in the tables 6 and 7 at Appendix E.

The AGMA table shows only Trafford, Bury and Stockport with overall higher scores than Wigan.

Girls out-perform boys in both mathematics and English.

### **6.4 To examine the initiatives and plans implemented by the LEA to address the issue of attainment in numeracy and literacy.**

The Select Committee received extensive information and data relating to the work undertaken by the LEA in supporting schools and seeking to raise attainment.

This evidence was supplied from three main sources:

- the Sure Start Team dealing with pre-school and nursery initiatives
- LEA Senior Advisers for both Primary and Secondary Education
- headteachers representing two primary schools and one secondary school

## **Sure Start**

The committee heard evidence of the benefits of preparing children for school at an early age. Involvement of parents at this early stage was also seen as vital component in a child's development and in the improvement of numeracy and literacy.

The Sure Start Team have implemented many areas of innovative work aimed at improving the provision and delivery of effective pre-school and nursery services. These include:

- the promotion of nursery education and child care support. Currently 89% of eligible children have taken advantage of the financial grants available for help towards nursery education or care.
- While this is good news it is important that Sure Start seek to establish the reasons why the remaining 11% have chosen not to access this financial support.
- Efforts to improve and ensure adequate standards of nursery education and care are in accordance with the Wigan Quality Standard. This is a means whereby all nurseries and nursery schools are quality assured against well-established standards. Currently, 68% (65) of private and voluntary nurseries are signed up and working towards achieving this standard. The remaining 32% (31) are yet to sign-up. Primary Schools with nurseries attached currently have 73% (85) either accredited or working towards accreditation. 27% (32) are yet to sign-up.

Although a lot of progress has been achieved by the introduction of the Wigan Quality Standard there is clearly still much work to be done. Sure Start are continuing to support and encourage all providers to achieve full accreditation. However, equally important is the need to encourage those providers who are yet to sign-up to the Standard to do so. Elected Members in their role of school governors can help to encourage schools to achieve this important standard.

## **Early Years Projects**

In addition to the promotion of quality nursery education and care the Sure Start Team are working with primary schools and offering some 'ground breaking' innovative approaches to learning and development.

Many of these initiatives were piloted and used with success in the Leigh Education Action Zone (EAZ) area. They include: -

- **Inspire** – a programme designed to help parents work with their children prior to entry into school. It aims to reassure parents and provide them with information about the foundation stage curriculum.
- **Share** – is a project for parents with children starting in year 1. It aims to help parents understand the national curriculum
- **Flying Start** – uses school entry assessment data to identify target groups of young children. The scheme provides appropriate materials and guidance to parents to enable them to work at home with their children.
- **Forward Together** – identifies children at the end of Reception Year who have failed to reach their potential. Parents are invited to attend taught sessions to help them understand how they can work with their children.

These schemes have proved very beneficial in the EAZ area and efforts are being made to extend them to other schools in the borough.

### **Education Advisory Service**

One of the key roles of the Education Advisory Service is to provide advice, support and guidance to all schools in the borough. However, much of this work is directed at schools whose performance warrants some form of intervention or specific programmes of support.

The level and extent that a school requires support is largely influenced by its performance. This will come from either Ofsted inspection or the LEA monitoring arrangements and may fall into one of the following categories:

- Ofsted – School requiring special measures
- Ofsted – School having serious weaknesses
- Ofsted – School Under-achieving / or in challenging circumstances
- LEA – School identified as requiring additional support

As at July 2004 only one primary school was identified as having serious weaknesses. Three primary and three secondary schools were considered to need additional support.

The range of support, guidance and advice given to schools, particularly regarding numeracy and literacy, is extensive. Some examples of this work is outlined below:

### **Support of Consultants**

As part of the national strategies the LEA have engaged a small team of consultants who are working with individual schools to implement a range of different initiatives and disseminate good practice. They have been used to implement a number of specific initiatives in relation to numeracy and literacy, including:

- **'Yes He Can'** – a scheme aimed to motivate boys in literacy
- **'Talking Partners'** – a scheme aimed at enhancing speaking and listening particularly where there has been a history of poor achievement in these skills
- **'Sounds Write'** – is a phonics based package aimed at improving literacy skills
- **'Bradford Better Reading'** – a one to one booster reading initiative using parent helpers
- **'RM Maths'** – aims to improve and help pupils understanding of Mathematics and used as part of an individualised learning programme
- **Success Maker** – an inter-active computer package which encourages secondary school pupils in literacy and numeracy

These schemes are all considered to help with and contribute to improving literacy and numeracy. The Education Advisory Service should seek to ensure all schools are made aware and wherever appropriate utilise such schemes. And at the same time encourage the sharing of good practice.

In addition, the Advisory Service have introduced and worked with schools on a variety of other support programmes to help the improvement agenda in schools. This includes:

- **'Sharing Good Practice Project'** – used to help with the implementation of a range of successful strategies in dealing with literacy.
- **Primary National Strategy – Primary Leadership Programme** - This is a scheme using a number of successful headteachers to support other schools in the borough by sharing issues and concerns. Currently nine headteachers are providing support to 27 other schools.
- **Advanced Skills Teachers** - Advanced Skills teachers are used to guide and mentor individual teachers who may have shown a need for additional support.

**Support for Under-achieving Groups (pupils leaving KS2 with level 3)** - In English, the KS3 Consultant monitors progress of these pupils and Secondary Advisers also oversee such progress during link visits.

- **Personalised learning** – the Advisory Service is currently providing advice and guidance on this approach to many schools in the borough. This approach is a fundamental part of the 14-19 Strategy.

## **Performance Management and Pupil Tracking Systems**

Advisory staff concentrate on pupil level data when working with schools to produce whole school and individual pupil targets. They aim to produce challenging targets based on individual pupil data using the Fischer Family Trust datasets and the Lancashire Value-Added Project information.

## **Pupil Performance Monitoring**

All schools are required to have pupil-monitoring arrangements in place. The Select Committee heard evidence from two Primary Headteachers on the methods and systems they use to monitor pupil performance on a regular basis. They outlined detailed and comprehensive arrangements for monitoring individual pupils and how such information is acted on in terms of learning and teaching practices. This information is also used to inform parents of the particular targets and work plans set for their children

This information also informs the target setting process all schools are now required to have in place. It is the responsibility of each individual Governing Body to agree the schools annual targets. This is normally done in conjunction with the headteacher or senior management team of the school often supported by members of the School Advisers team.

It was not clear the extent these systems and procedures had been developed independently by each school or have been based on established frameworks and guidance.

Through the DfES the authority has available to schools an established electronic pupil tracking system, known as PAT (pupil achievement tracker). Not all schools have adopted this system, as there have been some reported technical problems, which it is believed are currently being addressed.

During 2004 a number of schools were found to have insufficient monitoring arrangements in place. This can often result in poor and ineffective target setting.

## **School Self-Review Process**

The School Self-Review is a process all schools are now required to undertake on an on-going basis. The new Ofsted inspection arrangements now make it mandatory for all schools to undertake continuous self-evaluation. The outcome of this process should lead to a culture of continuous self-improvement. It demands from schools a commitment to be self-critical and a requirement to challenge existing patterns of teaching and learning.

Evidence was presented to the Select Committee expressing concern about the lack of quality and rigour of the Self Review process undertaken in some schools.

The Select Committee believes this is a key process which can contribute to the overall improvement of performance for pupils and the school. The Committee also believes that Elected Members in their role as school governors can play an effective role in the process by acting as a 'critical friend' and providing a degree of challenge to the school.

### **School Networks**

The Select Committee heard evidence from the Education Advisers and Headteachers about the benefits of schools networking with each other.

There was general agreement that such networks provide an effective means of sharing good practice and facilitating more collaborative working amongst headteachers and other senior school staff. A good example of this type of working is the Pembec/Kingsbridge partnership – a project that has received national recognition.

The LEA is working with schools to explore and establish more school networks and this should continue.

### **Evidence from the Primary and Secondary Headteachers**

The key issues raised include:

#### **Primary**

- The vital role played by Teaching Assistants in supporting classroom teachers in day to day terms. But also in ensuring the effective use of and application of the many schemes and initiatives referred to previously such as Sounds Write and RM Maths
- The importance of sharing good practice and networking with other schools was endorsed by the headteachers
- Teachers identified as having strong subject skills should be better utilised by greater use of appropriate cluster groups/school networks
- Learning Mentors were seen as a significant resource for schools in improving pupil performance – Learning Mentors are currently provided on short term funding arrangements and evaluation of this initiative should be completed before any final recommendations are made. And while they are clearly valued by the schools the Select Committee recognized the significant resource implications of adopting this approach. They were of the view that this evaluation would be necessary before any final decisions were made.

## Secondary

- The need to ensure that the curriculum is tailored to needs of the pupil. It is felt this approach will enhance pupil interest and motivation. Some of the key issues covered in the 14-19 Agenda relating to vocational GCSE's will go a long way to addressing this approach.(subject to the requirements specified in the National Curriculum)
- The development of a dedicated Student Support Centre located on the school premises was proving to be effective in dealing with problem pupils at Rose Bridge. However, there are significant resource implications involved and will need thorough evaluation before it could be seen as a model for other schools.
- Work had been undertaken encouraging pupils to take certain GCSE subjects in year 10 – the extent this promotes improvement in pupil performance is still unclear
- Efforts are being made in school to explore the transition arrangements between primary and secondary schools to ensure these are effective
- Learning managers and mentors from the school carry out home visits and are developing close links with parents/guardians
- Support of the school cluster approach but concern at the review of funding in 2006

From this the Select committee concluded that there was clearly a great deal of commitment from schools, with innovation and creativity used to good effect. Collaborative working amongst schools was a real strength and valued by schools.

However, evaluation of such new and different ways of working need to be more focused. Schools also need to ensure they comply with the disciplines and rigour of pupil monitoring, the school self-review process and at the same time recognise the benefits of sharing good practice with others.

### **6.5 To ascertain from young people their perceptions and opinions of the education process.**

For the past number of years Wigan LEA has been working in conjunction with Lancashire County Council to consult with young people using the their Pupil Attitude Questionnaire.

This deals with many aspects of school life and involves primary school pupils from years 4 and 6 together with secondary school pupils from years 7, 9 and 11 completing the questionnaire. The results are analysed and overall scores fed back to all schools taking part. Individual school reports are provided and results discussed with schools.

If particular, where problems have been identified the Education Advisory Service will work with schools to explore solutions.

Pupil perception results from the Lancashire Value Added study reveals high levels of pupil satisfaction with their individual teachers – but at the same time indicate that many are completely disengaged by the subject areas they are being taught.

It is anticipated that many of the changes to the curriculum including the introduction of vocational qualifications as outlined in section 6 below will address some of this dissatisfaction expressed by many young people.

## **6.6 To understand the role of vocational qualifications in the education process and the potential benefits which these may provide for young people.**

In attempting to gain an insight in to this area the Select Committee received information from the Education Adviser responsible for the 14-19 agenda.

This is a key part of government policy for the reform and improvement of the overall learning infrastructure. In Wigan this is being taken forward using the Wigan 14-19 Strategy, developed by the LEA in partnership with the Learning Partnership for Wigan and the Greater Manchester Learning and Skills Council (LSC).

The vision as outlined in the Strategy states:

**“the 14-19 strategy will provide opportunity for all learners, through partnership and innovative approaches to increase participation, and improve skills, attainment and progression to encourage lifelong learning”**

This agenda and the impact on the education service in the borough will be extensive. However, in the context of this review some of the key points arising which it is believed will help address low attainment include:

- Good partnerships being developed between schools, FE Colleges and the LSC
- Networks of schools being extended, leading to increased awareness and sharing of good practice
- **The introduction of a new 14-19 diploma framework to replace the existing provision**
- **Greater recognition given to vocational qualifications and their value**
- **Within this diploma there will be an emphasis on functional literacy, communications, Mathematics and ICT**
- There will be integration of modern apprenticeships into the diploma

In terms of vocational courses young people in Wigan will be given opportunity to study new Vocational GCSE's in a range of subject areas. These will include:

- Horticulture
- Sports and leisure
- Beauty and Hairdressing
- Plumbing
- Bricklaying and plastering
- Nursery Care

Currently, the provision in the borough is uneven. And although a number of schools are able to offer pupils many of these new vocational GCSE courses, others are yet to implement these alternatives.

Evidence from those schools offering vocational courses report positive responses from pupils.

The Education Advisory Service is working with all secondary schools to optimize this important provision. And at the same time efforts should made to ensure all schools are able to offer this wider range curriculum.

### **School Balances**

The Select committee collected evidence on the level of balances held by schools at the end of 2003/04 financial year. Most schools had balances considered reasonable and realistic. However, two primary schools had balances of over £100,000 each. This is the equivalent to 25% of the total school budget allocation.

Clearly schools need to plan for the future and the holding of adequate balances is seen as integral part of sound financial planning. The level of balances as outlined in the above example should be reconciled with the level of teaching and learning resources needed by the school.

## 7 Conclusions

This report provides Elected Members with information relating to the concerns about low levels of numeracy and literacy amongst young people in the borough.

The Select committee having received and analysed all the evidence believes that:

The LEA provides a wide range of supporting strategies to help schools raise the level of performance in numeracy and literacy. The key strategies are applied across the full education process from pre-school to Key Stage 4 GCSE pupils.

There is detailed and comprehensive performance information which the LEA uses to inform the nature and level of support to schools. It is used to good effect to target areas of weakness both in terms of pupil shortcomings and in overall school performance.

Collaborative working with schools is much in evidence and is valued by schools. The LEA has facilitated much of this joint working and there are plans to extend these collaborative working arrangements.

The Schools Improvement Programme is a 5 year plan aimed at improving school performance in a range of key areas but has a great deal of concentration on raising levels of numeracy and literacy in Wigan schools.

There is evidence to indicate that a number of initiatives/schemes aimed at improving young people's numeracy and literacy skills have been shown to be effective.

The Select Committee could find no clear and agreed definition of what constituted low levels of numeracy and literacy. Anecdotal evidence suggest that many people now believe that 5 or more GCSE A\*-C grades is the threshold and failure to reach that level qualifies as having inadequate numeracy and literacy skills.

Consequently it has been very difficult to determine the exact scale and extent of under-achievement in this area. However, evidence was presented to the Select Committee, which showed that individual pupil targeting, and monitoring was being undertaken on a regular basis throughout the schools in the borough.

The lack of precision in measuring numeracy and literacy is to be address as part of the new 14-19 Agenda. The Select Committee welcome this proposal, although it is not yet clear what form this testing will take.

## **The Select Committee**

The Select committee have met on 7 occasions and interviewed a range of interested parties as follows: -

- Assistant Director of Education
- Sure Start Coordinator
- Senior Education Advisers x 2
- Primary Headteachers x 2 –
- Secondary Headteacher
- Senior Education Adviser (14-19 agenda)

## **Acknowledgement**

The Select Committee would like to thank all the witnesses who attended the Select committee meetings and provided the wide range of evidence and additional information when requested.

## Appendix A

**Table 1**  
**Primary School Performance Table**

	No of pupils	English	Maths	Science	<u>Score</u>
		<u>L4+</u>	<u>L4+</u>	<u>L4+</u>	<b>Points</b>
<b>LEA Average</b>		<b>77%</b>	<b>77%</b>	<b>87%</b>	<b>27.6</b>
<b>England Average</b>		<b>78%</b>	<b>74%</b>	<b>86%</b>	<b>27.5</b>
St Nathaniel's CofE Primary School	20	35%	60%	50%	23.6
Abram Bryn Gates Primary School	31	39%	48%	58%	23.8
Scot Lane Community Primary School	30	40%	47%	73%	23.9
Shakerley CofE Primary School	12	50%	50%	50%	24.2
Ince St Mary's CofE Primary School	27	56%	56%	63%	24.5
Britannia Bridge Primary School	28	61%	64%	68%	24.7
St William's Catholic Primary School	25	72%	44%	84%	25.4
St John's CofE Primary School	32	50%	75%	81%	25.5
Higher Folds Primary School	20	55%	65%	90%	25.6
Meadowbank Primary School	27	67%	70%	78%	25.7
St Joseph's Catholic Primary School	47	62%	77%	77%	25.7
Marsh Green Primary School	37	59%	68%	76%	25.8
Newton Westpark Primary School	24	75%	50%	67%	25.8
Westleigh St Paul's CofE Primary..	29	69%	66%	76%	25.8
Atherton St George's CofE Primary	48	67%	60%	81%	25.9
St James' CofE Primary School	35	60%	51%	86%	26
Our Lady of The Rosary Catholic	11	73%	64%	82%	26.2
Hindsford CofE Primary School	36	58%	78%	81%	26.3
Parklee Community School	36	75%	69%	83%	26.3
St Peter's CofE Primary School	38	76%	82%	76%	26.3
Hindley All Saints CofE Primary	33	67%	76%	76%	26.4
St Thomas CofE Junior and Infants	34	74%	74%	76%	26.5
St Wilfrids Catholic Primary School	20	80%	65%	65%	26.5
Ince CofE Primary School	71	68%	62%	86%	26.6
Leigh St Peter's CofE Junior	60	68%	77%	87%	26.8
Marus Bridge Primary School	51	80%	73%	82%	26.8
Pemberton Primary and Nursery	26	65%	58%	85%	26.8
St Thomas CofE Primary School	36	67%	69%	86%	26.8
Beech Hill Community Primary	50	76%	76%	86%	27
Castle Hill St Philip's CofE	35	80%	57%	69%	27

	No of pupils	English	Maths	Science	Score
		<u>L4+</u>	<u>L4+</u>	<u>L4+</u>	Points
<b>LEA Average</b>		<b>77%</b>	<b>77%</b>	<b>87%</b>	<b>27.6</b>
<b>England Average</b>		<b>78%</b>	<b>74%</b>	<b>86%</b>	<b>27.5</b>
Christ Church CofE Primary School	26	69%	81%	85%	27
Garrett Hall Primary School	84	74%	70%	88%	27
Hindley Green Primary School	46	70%	74%	87%	27
Orrell Lamberhead Green Community	64	78%	75%	78%	27
St John's CofE Primary School	19	74%	74%	84%	27
St Jude's Catholic Primary School	20	75%	80%	80%	27
Standish Lower Ground St Anne'	20	75%	80%	95%	27
Golborne Community Primary School	49	82%	82%	86%	27.1
Sacred Heart Catholic Primary	60	73%	67%	88%	27.1
All Saints Catholic Primary School	22	82%	86%	91%	27.2
Hindley Green St John's Junior	28	79%	68%	79%	27.2
Low Hall Community Primary School	24	71%	92%	96%	27.2
Nicol Mere School	72	74%	75%	86%	27.3
St Gabriel's Catholic Primary	12	75%	83%	92%	27.3
Wigan Worsley Mesnes Community	30	80%	73%	93%	27.3
Abram CofE Primary School	31	74%	71%	90%	27.5
Chowbent Primary School	30	67%	70%	97%	27.5
St Richard's Roman Catholic Primary	34	74%	82%	85%	27.5
Hindley Junior and Infant School	34	82%	68%	85%	27.6
Lowton Junior and Infant School	14	71%	71%	86%	27.6
Lowton St Mary's CofE	38	84%	76%	84%	27.8
R L Hughes Primary School	60	73%	82%	92%	27.8
Tyldesley St George's Central	35	83%	80%	94%	27.8
Wigan St Andrew's CofE Junior	34	88%	88%	97%	27.8
Our Lady Immaculate Catholic Primary	19	89%	79%	95%	27.9
St Bernadette's Catholic Primary	26	85%	77%	88%	27.9
St Aidan's Catholic Primary School	54	89%	74%	91%	28
St Cuthbert's Catholic Primary	46	83%	74%	91%	28
Highfield St Matthew's CofE Primary	62	77%	79%	89%	28.1
Millbrook Primary School	29	90%	83%	90%	28.1
St Stephen's CofE Primary School	30	77%	83%	93%	28.1
St Benedict's Catholic Primary	33	94%	91%	94%	28.2

	No of pupils	English	Maths	Science	Score
		<u>L4+</u>	<u>L4+</u>	<u>L4+</u>	Points
<b>LEA Average</b>		<b>77%</b>	<b>77%</b>	<b>87%</b>	<b>27.6</b>
<b>England Average</b>		<b>78%</b>	<b>74%</b>	<b>86%</b>	<b>27.5</b>
Bryn St Peter's CofE Primary School	26	88%	81%	92%	28.3
Sacred Heart Catholic Primary	28	82%	82%	89%	28.3
St Catharine's CofE Primary School	32	81%	88%	100%	28.3
Orrell Holgate Primary School	35	83%	74%	91%	28.4
Holy Family Roman Catholic School	29	83%	90%	86%	28.5
Shevington Community Primary	22	86%	82%	86%	28.5
St Patrick's Catholic Primary	54	81%	81%	87%	28.5
St Mark's CofE Primary School	24	83%	75%	88%	28.6
Wood Fold Primary School	46	83%	89%	89%	28.6
Leigh Central Primary School	27	78%	81%	100%	28.7
Our Lady's RC Primary School	27	78%	93%	100%	28.7
Shevington Vale Primary School	18	89%	89%	100%	28.7
Leigh Westleigh Methodist Primary	18	89%	89%	94%	28.8
Holy Family Catholic Primary	25	88%	88%	92%	28.9
Mab's Cross Primary School	59	83%	83%	92%	28.9
Orrell Newfold Community Primary	53	81%	87%	91%	28.9
Saint Paul's CofE Primary School	36	97%	94%	97%	28.9
St Thomas' CofE Primary School	65	86%	85%	92%	28.9
Leigh CofE Junior School	73	85%	82%	92%	29.2
Sacred Heart RC Primary School	21	86%	90%	100%	29.2
Tyldesley Primary School	35	97%	91%	97%	29.2
Bedford Hall Methodist Primary	29	93%	90%	93%	29.3
Holy Family RC Primary School	12	83%	83%	100%	29.3
St Catherine's Catholic Primary	27	85%	89%	96%	29.3
St David Haigh and Aspull CofE	28	93%	89%	93%	29.3
Aspull Church Primary School	33	85%	85%	100%	29.4
Bickershaw CofE Primary School	22	86%	86%	100%	29.4
Lowton West Primary School	61	89%	92%	93%	29.4
St Michael's CofE Primary School	27	93%	100%	96%	29.5
Standish St Wilfrid's CofE Primary	66	91%	91%	97%	29.5
Sacred Heart Catholic Primary	41	90%	85%	93%	29.6
St Luke's CofE Primary School	35	91%	97%	100%	29.6
Twelve Apostles Catholic Primary	31	90%	97%	100%	29.6

	No of pupils	English	Maths	Science	Score
		<u>L4+</u>	<u>L4+</u>	<u>L4+</u>	Points
<b>LEA Average</b>		<b>77%</b>	<b>77%</b>	<b>87%</b>	<b>27.6</b>
<b>England Average</b>		<b>78%</b>	<b>74%</b>	<b>86%</b>	<b>27.5</b>
Winstanley Community Primary S...	57	95%	91%	95%	29.6
St Marie's Catholic Primary School	40	90%	88%	93%	29.7
St Ambrose Barlow Catholic Primary	30	87%	97%	100%	29.9
St Philip's CofE Primary School	37	97%	92%	100%	30
Gilded Hollins Community School	35	97%	97%	100%	30.3
St Oswald's Catholic Primary	45	87%	84%	98%	30.3
St James' Catholic Primary School	44	95%	93%	98%	30.4
Woodfield Primary School	36	100%	100%	100%	31.2
St Mary and St John Catholic Primary	24	96%	96%	100%	31.3
Canon Sharples CofE Primary	New school from start of 2003/2004 academic year				
<b>Special Schools</b>					
Green Hall Primary School	15	7%	13%	13%	16.6
Hope School	8	<	<	<	<
Landgate School, Bryn	School had no eligible pupils in 2004				
Mere Oaks School	8	<	<	<	<
Montrose School	11	0%	0%	36%	16.7
Tanfield School	6	<	<	<	<
Two Porches School	1	<	<	<	<
Willow Grove Primary School	15	7%	27%	27%	19.9

**Table 2– 2004 GCSE Results –  
% of pupils obtaining 5 or more GCSE A\* - C grades**

<b>School</b>	<b>Cohort Year 11</b>	<b>% 5+ A*-C</b>
<b>Wigan LEA Average</b>		<b>50.7</b>
<b>England Average</b>		<b>52.9</b>
St Peters Catholic High School	207	76
St Edmund Arrowsmith Catholic High School	235	69
The Deanery CofE High School	272	64
Standish Community High School	250	64
Fred Longworth High School	261	63
Shevington High School	171	63
St John Fisher Catholic High School	180	58
St Marys Catholic High School	279	56
The Byrchall High School	216	56
Golborne High School	161	55
Lowton Community High School	207	50
Hawkley Hall High School	184	46
Cansfield Community High School	184	41
Abraham Guest High School	185	40
Bedford High School	236	38
Hesketh Fletcher CofE High School	197	38
Mornington High School (Hindley Community)	164	38
St Thomas More Catholic High School	124	38
Kingsdown High School	93	32
Westleigh High School	137	31
Rose Bridge High School	116	20

**Table 3**  
**Key Stage 2 - AGMA Comparison**

<b>% age of pupils who achieved Level 4 or above at Key Stage 2</b>				
	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Total</b>
<b>England ave.</b>	<b>78</b>	<b>74</b>	<b>86</b>	<b>238</b>
Trafford	84	80	90	254
Bury	82	82	88	252
Stockport	82	80	89	251
<b>Wigan</b>	<b>77</b>	<b>77</b>	<b>87</b>	<b>241</b>
Bolton	77	75	86	238
Tameside	77	73	86	236
Oldham	75	73	83	231
Salford	75	73	82	230
Rochdale	72	68	81	221
Manchester	71	68	80	219

**Table 4-**  
**Key Stage 2 - Statistical Neighbour Comparison**

<b>% age of pupils who achieved Level 4 or above at Key Stage 2</b>				
	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Total</b>
<b>England ave.</b>	<b>78</b>	<b>74</b>	<b>86</b>	<b>238</b>
North Tyneside	81	81	88	250
St Helens	79	79	88	246
<b>Wigan</b>	<b>77</b>	<b>77</b>	<b>87</b>	<b>241</b>
Dudley	77	77	86	240
Bolton	77	75	86	238
Tameside	77	73	86	236
Stockton on Tees	77	72	87	236
Wakefield	76	72	85	233
Rotherham	73	71	84	228
Barnsley	71	68	82	221
Stoke on Trent	70	67	82	219

**Table 5**  
**Key Stage 3 - AGMA Comparison**

% age of pupils who achieved Level 5 or above at Key Stage 3				
	English	Maths	Science	Points
<b>England</b>	<b>71</b>	<b>73</b>	<b>66</b>	<b>34.1</b>
Trafford	79	79	72	36.4
Stockport	75	76	70	34.7
Bury	76	77	68	34.4
<b>Wigan</b>	<b>69</b>	<b>74</b>	<b>65</b>	<b>33.7</b>
Bolton	66	72	62	33.2
Tameside	65	70	61	32.9
Oldham	68	67	56	32.8
Rochdale	65	69	58	32.6
Salford	61	65	55	32.5
Manchester	52	58	46	31.1

**Table 6**  
**Key Stage 3 - Statistical Neighbour Comparison**

% age of pupils who achieved Level 5 or above at Key Stage 3				
	English	Maths	Science	Points
<b>England</b>	<b>71</b>	<b>73</b>	<b>66</b>	<b>34.1</b>
North Tyneside	72	75	66	34
St Helens	70	72	65	33.9
Dudley	68	72	65	33.8
<b>Wigan</b>	<b>69</b>	<b>74</b>	<b>65</b>	<b>33.7</b>
Stockton on Tees	65	70	64	33.3
Bolton	66	72	62	33.2
Tameside	65	70	61	32.9
Rotherham	61	69	62	32.8
Stoke on Trent	62	65	59	32.6
Wakefield	66	71	63	32.2
Barnsley	59	63	56	32

**Table 7**  
**Key Stage 4 - AGMA Comparisons**

<b>%age of pupils who achieved 5+ GCSE A*-C grades</b>	
<b>England ave.</b>	<b>52.9</b>
Trafford	62.3
Stockport	53.3
Bury	53
<b>Wigan</b>	<b>50.7</b>
Tameside	46.2
Bolton	45.9
Oldham	44.6
Rochdale	41.3
Manchester	39.6
Salford	36.8

**Table 8**  
**Key Stage 4 - Statistical Neighbour Comparison**

<b>%age of pupils who achieved 5+ GCSE grades A*-C</b>	
<b>England ave.</b>	<b>52.9</b>
Dudley	50.9
<b>Wigan</b>	<b>50.7</b>
North Tyneside	48.2
Stockton on Tees	47.1
Tameside	46.2
Stoke on Trent	46.1
Bolton	45.9
Wakefield	45.7
St Helens	45
Rotherham	44.5
Barnsley	39.3

## Draft Improvement Plan

	Improvement Activity	Importance	Responsibility Start Date - End Date	Resources	Measure	Target
1	The LEA needs puts in place a realistic action plan to deliver targets in the LAA. 1. .	High	Gerald Meehan April 05 – then annual review	LAA corporate and dept working group	Delivery plan contains clear outcome and output measures	By 31 May 05. Progress reviewed Sept 05 , Jan 06, July 06
2	The LEA needs to explore why there is a greater concentration of young people who live in the east of the borough who leave school without any formal qualifications.	Low		Staff time	Report outlining the reasons and actions required	Dec 06
3	The LEA needs to ensure a clear programme and timetable for all primary schools to achieve the Wigan Quality Standard is in place.	Medium	Dominique Wright Sept 05	Members of the Sure Start team together with individual school staff	Implementation programme and timetable produced	Dec 05
4	The LEA needs to: (a) Ensure that all schools are kept fully informed of the range of teaching and learning schemes available to schools (b) explore the feasibility of introducing a quality assurance model to assist schools in choosing appropriate teaching and learning product	High	Head of School Effectiveness branch  July 05 to Oct 05	Advisory service staff	Notification arrangements in place.  Feasibility report completed and results reported.	Feasibility report completed by Dec 05
5	The LEA needs to ensure that all	High	Head of School	School	Pupil	June 06

	schools have effective pupil monitoring arrangements in place.		Effectiveness July 05 –June 06	effectiveness staff	monitoring arrangements acceptable to LEA.	
6	The LEA needs to ensure that:  (a) all schools have effective self-review arrangements in place.  (b) Governing Bodies be provided with the necessary awareness and understanding of the self-review process and be encouraged to exercise their role of ‘critical friend’	High  Medium	Head of School Effectiveness July 05 –June 06 Head of Governor Services Sept 05 – June 06	School effectiveness staff  Governor Services and School Effectiveness staff	Self-review process acceptable by LEA Governors attended training or awareness event on self-review process	June 06  June 06
7	The LEA to establish a clear timetable for all secondary schools in the borough to provide vocational courses and qualifications.	High	Head of School Effectiveness July 05 –June 06	School effectiveness staff	All schools offering vocational qualifications	Dec 06
8	The LEA should investigate how effective schools balances are being used to support or address poor or under-achievement .	Medium	Head of School Effectiveness and Head of Financial Services July 05 –June 06	School Effectiveness staff and Finance Section staff	Report on effective use of school balances.	Dec 06
9	The LEA should continue to implement School Improvement Programme as contained within the EDP.	High	Director of Education	School Effectiveness staff and other key education dept personnel	SIP contains outcome and output measures	As per normal reporting arrangements contained in the SIP